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ABSTRACT

This orientation guide is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC (Appalachian Regional Commission) Region to provide teacher educators, vocational directors, teachers, and other appropriate individuals with basic instructional material needed to improve professional teaching competencies. This guide was developed to provide basic information for the planning process to teachers operating a sales and marketing program for the first time. The information is intended to assist new teachers or teachers transferring into the distributive education field in the organization of the sales and marketing class and the administration of the youth program. The handbook is organized into six sections covering the following topics: school orientation, details of the sales and marketing program, student orientation to distributive education; Distributive Education Clubs of America (DECA) chapter responsibilities; working with student teachers; and a suggested curriculum for the sales and marketing program. Also included in the handbook are sources of material, helpful hints, examples of a program calendar, a rating sheet for teachers, and a bibliography.
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ORIENTATION GUIDE FOR NEW SALES AND MARKETING TEACHERS

Developed by

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MAY, 1982

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for the Mississippi ARC Region

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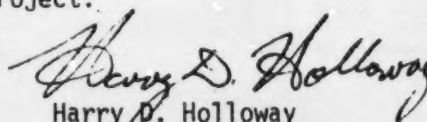
H Holloway

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FOREWORD

This Orientation Guide is one of a series of materials developed by the Comprehensive Vocational Teacher Education Program for the Mississippi ARC Region to provide teacher educators, vocational directors, teachers and other appropriate individuals with some basic instructional material needed to improve professional teaching competencies. The competencies addressed are those which have been identified as being important to successful vocational teachers. Individual unit titles were selected on the basis of a comprehensive needs assessment inventory completed by over 200 inservice vocational teachers of the Mississippi ARC Region.

Special recognition for major roles in the direction, development, coordination, and testing of this publication is extended to: Mr. Elwyn Wheat, Director of Vocational and Technical Education, Mississippi State Department of Education, who conceived the idea of the Comprehensive Vocational Teacher Education Program; the twelve-member Program Steering Committee which so ably assisted in identifying inservice teacher needs and priorities; the graduate interns and assistants of the Department of Vocational Education and Technology, Mississippi State University, who researched, developed and field tested the units; the vocational directors and teachers of the Mississippi ARC Region who participated in the field testing; and Gerald A. Richardson, the Associate Project Director, who coordinated and supervised the development of these instructional units. Sincere appreciation is also extended to the Appalachian Regional Commission for the funding and sponsorship of the Project.


Harry D. Holloway
Project Director

HOW TO USE THIS GUIDE

Careful planning is necessary for successful teaching, and initial preparation for the school year will produce benefits throughout that school year. This guide has been developed to provide basic information for the planning process to teachers operating a Sales and Marketing program for the first time. The information is intended to assist new teachers or teachers transferring into the Distributive Education field in basic organization of the Sales and Marketing class and the administration of the youth program.

Use of this guide complements such publications as Marketing Distributive Education (Project Training), Marketing II Distributive Education, and State Operations Manual for Marketing-Distributive Education, which are available to Mississippi teachers through the Research/Curriculum Unit at Mississippi State University. Beginning teachers should consult personnel in the school where they are employed for specific policies, and space has been provided in the guide to make notations of such policies. Use of a three-ring binder will allow the addition of information or the rearrangement of the material to suit individual preferences or needs.

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ORIENTATION GUIDE FOR NEW SALES AND MARKETING TEACHERS

Beginning a new job is nerve-racking for anyone, but the new sales and marketing teacher faces a situation unlike any other. There are few feelings as traumatic as standing in front of a roomful of students with expectation written all over their faces, anxiously awaiting the teacher's first words. During these first few days of class, students form an impression of the teacher and the class that will influence their behavior in the classroom for the next year. Therefore, it is to the teacher's advantage to be thoroughly prepared for these first critical days - even though it may take three to four days for classes to become fully organized.

The sales and marketing class should be organized with purposeful activity from the moment a student walks in the door on the first day until he/she leaves at the end of the school year. This is not to say the student should be overwhelmed with work immediately, but he/she should know from the very beginning that you are there for a purpose and intend to fulfill that purpose with their cooperation.

School Orientation

Whether it is your first year of teaching or your first year of teaching sales and marketing, the first step toward building a successful program should be to learn how different matters are handled at the school in which you teach. Try to learn all you can in advance so that when a situation arises, you will be in control and know the proper action to take. This is most frequently thought of in connection with discipline problems but can cover a wide range of matters.

Discipline

From the vocational director, counselor, or other teachers, learn how discipline is handled and what paperwork goes with it. There may be forms to be filled out, witness statements and other formalities. All schools have policies regarding these matters, but few issue a handbook or policy guide to teachers. Consequently, teachers are often on their own and must find out by trial and error what is acceptable and unacceptable. Asking questions in advance can eliminate confusion and worry at a later date.

Many discipline problems can be avoided by paying careful attention to meaningful classroom activities, coupled with a sincere interest in the student. Discipline problems usually occur in class when students have time on their hands and nothing to do. This is one reason the teacher should always have some extra activities ready for those occasions when the lesson runs short. These should be kept close by in a file so that they are easily accessible. They should be of a wide variety so that the activity chosen is related to the subject matter being taught. Students can easily distinguish between meaningful work and busy work and often become belligerent when asked to do work just to keep busy. Be sure to select supplemental activities that are meaningful.

Discipline problems can also occur when students are given too much time for group activities. A definite time limit should be set and adhered to, and the teacher should circulate in the room to check on each group's work and keep students on the subject.

If the students know that you care about them individually and that you take your job seriously, they will respect you and discipline

problems will be minimized. Organization is the key to constructive classroom management and suggestions are given in the Student Orientation section on how to organize your teaching time.

In creating an atmosphere for learning to take place with the least amount of discipline problems, 31 strategies have been identified in Maintaining Effective Classroom Control in Vocational Education. They are:

1. Take charge in the classroom.
2. Make rules for the classroom.
3. Expect the best of students.
4. Enforce the rules consistently.
5. Allow no disruptive behavior.
6. Manage groups and lessons effectively.
7. Teach students how to choose good behavior.
8. Use effective styles of talk with students.
9. Provide an abundance of genuine success.
10. Reduce failure to the lowest possible level.
11. Shape behavior through systematic reinforcement.
12. Confront behavior forcefully but positively.
13. Invoke the natural consequence of good and bad behavior.
14. Do all you can to support good behavior.
15. Teach good behavior through example.
16. Stress good manners.
17. Establish a good support system.
18. Communicate with parents.
19. Notice all behavior in the classroom or laboratory.
20. Learn to forgive and forget.
21. Communicate regularly and clearly with students.
22. Be persistent.
23. Make students feel important.
24. Make students feel invited.
25. Be positive.
26. Make nonverbal cues.
27. Know each student personally.
28. Empathize.
29. Establish parameters.
30. Use student centered instruction.
31. Be enthusiastic about teaching.

These strategies can easily be incorporated into the classroom and have been proven through use to greatly reduce discipline problems. Highlight the strategies you consider the most important and place a copy of the list in a place where you see it often. This will help you put these

strategies into daily practice. Although most of the strategies are self-explanatory, a brief discussion of each is given in Maintaining Effective Classroom Control by Bowen and McCracken and is available from the R/CU, Drawer DX, Mississippi State, MS 39762 (601-325-2510).

Provisions for Substitutes

Many schools keep a list in the office of available substitutes in various subject areas. Early in the year, the new teacher should inquire about the availability of substitutes in his/her area, who is responsible for contacting them, how much and how they are paid. Schools differ on procedures for paying substitutes - some will pay only if that person is qualified in your teaching area, and some will pay only if they have a valid teaching certificate, regardless of subject area. In addition to learning who is responsible for making arrangements for the substitute (usually the secretary or the teacher), you also need to learn who pays for the substitute on the days you are out for vocational club contests and meetings - the school, the teacher, or the club. Each school differs on procedures and it is better not to take anything for granted, so ask questions.

Duplication of Materials

The sales and marketing teacher generally uses a great deal of material that is supplementary to a textbook. This, in turn, calls for extensive use of duplicating facilities for tests, worksheets, and transparencies. This is handled differently from school to school. Some schools have a central duplicating facility where all school materials are duplicated. If so, the teacher needs to know what form they want the material in and how far in advance it must be turned in.

Many teachers' lounges have duplicating equipment in them and teachers are expected to run off their own materials. The supplies used (duplicating paper, spirit masters, transparency masters) may be deducted from the sales and marketing budget, so it would be wise to keep a record of how much is used.

Requisitioning Materials

The wide range of materials used in the sales and marketing classroom can be overwhelming when a new teacher begins to get organized and take inventory. However, before this can happen, the material must first be acquired. Sources of materials will be discussed later, but the most important aspect is knowing the proper action to take in requesting materials. As has been stated previously, procedures vary from school to school so check with the vocational director or secretary before ordering anything. A few schools give the teacher free reign in ordering supplies for their class as long as it is a consumable instructional supply; that is, materials that are used and discarded such as workbooks, practice sets, paper clips, staples, duplicating paper, certain display aids, and some teaching aides (such as slides, cassettes, reference books). Other equipment must be purchased through bids which involve more paperwork and procedures. Consumable supplies in most schools must be requisitioned through the office on a purchase order and usually require authorization from the vocational director and superintendent. Find out first whether the purchase can be made on a purchase order or if it must be bid on, then find out what forms you need to complete and keep a copy for yourself, if possible,

in case of a mixup. Current catalogs with correct description numbers and prices should always be used. Any bills received should be turned into the office for payment after the packing list has been carefully checked against the invoice.

Leaving the Classroom

At some time during the year, you will probably have to leave your classroom to attend to business. Some schools have very strict rules about never leaving the classroom unattended, and others have only informal, unwritten understandings about the matter. For the teacher's and students' safety, the classroom should never be left unattended for any length of time. From a legal standpoint and out of good common sense, an adult should be present with the students at all times. If you are called to the office or out of the room, check with a teacher in a nearby classroom and see if he/she can keep an eye on the students while you are out. This is not the best solution because it is impossible for the teacher to watch two classes at once, but sometimes it is the best that can be arranged. Most schools will not call a teacher out of a classroom except for an emergency. Since you never know when an emergency will arise, it is best to make some plans beforehand. For instance, tell the students early in the year that you may be called out of the room and explain the behavior you expect from them; check with a nearby teacher and see if he/she would be willing to do "double-duty" in an emergency; and, if called over the intercom, ask the office to send someone to take your place for a few minutes while you take care of the problem.

Parent-Teacher Conferences

Getting to know a student's parents can give the teacher more insight into a student's behavior than perhaps any other form of communication. Conferences are usually thought of in terms of sessions in the director's office concerning grades or discipline problems. However, this need not be the case. Many parents are unfamiliar with sales and marketing programs, so if they are invited to attend an open house of the program, the teacher can meet them on neutral ground and begin to form an impression of them while at the same time making an impression for himself/herself and the sales and marketing program. A banquet or some other event can also be used for this purpose.

If the occasion does arise that the teacher must meet with the parents of a student regarding grades or discipline problems, many schools require that it be arranged through the director's office. Usually, the director is aware of the problem and the conference takes place in his/her office.

N O T E S

Details of the Sales and Marketing Program

Many of the questions of a new sales and marketing teacher concerning basic details of the program can be answered by referring to the State Operations Manual for Marketing - Distributive Education, available from the R/CU at Mississippi State University. This is a valuable reference for all sales and marketing teachers, regardless of experience.

Minimum and Maximum Numbers of Students

Currently, required student enrollment is between 20-40 students, with no more than 20 in a class and no fewer than 10 in a class (Moorman and Lester, page 6).

Budget

The budget for classroom instructional supplies should be one of the major concerns of the teacher. Each local administration is required to provide a budget for the programs, and that budget must be approved by the State Department of Education, Division of Vocational-Technical Education. However, even though local administrators are encouraged to provide the teacher with a copy of his/her budget, some administrators do not and instructional supplies are simply requested through the office and either approved or disapproved. In other cases, the teacher is given a copy of the budget and is held responsible for ordering supplies and materials and for keeping within the budgeted amount. It should be kept in mind that this money is for consumable instructional supplies and not equipment.

Travel

Each sales and marketing teacher is also given an in-district travel allowance. The state allocates money to each district for in-district

travel. The exact amount given each teacher is determined by the local administration. This money is for travel only in the school district and for class-related purposes. Most schools require the teacher to keep a log of their travel expenses and turn it in monthly. Examples of a travel log and the monthly statement to be completed are shown in Appendix A. Issues concerning money should be confirmed early in the school year so the teacher can make plans accordingly for the entire year.

Recruiting

Recruiting interested students is the lifeblood of any program. Guidance counselors may help in this important process, but the degree and quality of cooperation the sales and marketing teacher receives varies greatly from school to school. To be safe, the teacher should perform this function as though he/she were responsible for filling the program.

There are many recruiting techniques that can be used, but to be effective the teacher should prepare them carefully and practice before presenting any of them. Some of the more effective techniques are:

1. Prepare a slide presentation of your program. Be sure to include objectives of the program, units and projects covered, plus other activities that may take place in your program (field trips, DECA contests). Use pictures of students in action and keep the slides up to date. This can be powerful in attracting new students - they like to see familiar faces in the program. Slides should be shown to prospective tenth and eleventh graders before registration for the coming year.
2. Use a current student to speak to prospective class members at an assembly meeting. Many times students are much more influenced by what other students say about the program than by what the teacher says. A word of caution: be sure to give the student an outline of the information that the prospective members need to know and rehearse it with him/her.

3. Arrange a tour of the sales and marketing classroom and laboratory for prospective students. Many students may be totally unfamiliar with the program, especially if it is located in a vocational complex some distance from the home high school. If well planned, much of the students' handiwork such as displays, advertisements, signs, etc., can be viewed so prospective students can actually see some of the activities they will become involved with if they enter the program.
4. Prepare a brochure on your program that can be distributed to students through their home school guidance counselor. Cultivating a good relationship with the counselor is often vital in recruiting students. Try to include them in your recruiting plans, if possible.
5. Prepare bulletin boards to be put up in the home high schools depicting various aspects of the sales and marketing program as well as steps in signing up for the program.
6. Have former students speak to an assembly group on how the program benefited them. If this is too difficult to arrange, you could take slides of former students now working and include them in your slide presentation.

NOTES

Adult Education

In addition to teaching the sales and marketing class, the teacher is also responsible for the adult education facet of the Distributive Education program. Emphasis on adult education offerings differs with location, but it is usually the teacher's responsibility to teach or find a teacher for the courses offered through your program. If there have been previous courses offered, the administration will probably have names of prospective teachers on file. If not, you can usually find a teacher through contacts with your Craft Committee, business people in the community, and other teachers. For information on licensing adult instructors, course outlines, promotion of the course, and pay, you should consult the State Operations Manual for Marketing - Distributive Education.

N O T E S

Student Orientation to Distributive Education

Daily Work Schedule

At the beginning of the school year, it is advisable to inform students of the daily class routine and operation. If students begin the year in a set, routine schedule, they will adapt quickly and this will make it easier for the teacher to make his/her plans. Since project method classes are generally three hours in length, the time has to be well organized so that the lesson will not be completed early and students left with nothing to do. This is when most discipline problems occur. To avoid this, be well organized and have enough different activities to keep the class involved for the entire period of time. If students learn from the first day in class that you make plans for each day and expect certain behavior from them, many potential problems can be eliminated.

Since students are generally "fresher" when they first arrive, it is recommended that notes and the more serious activities be scheduled for the first part of the class. It will take time and experience to be able to gauge how many notes, how long a discussion, how long a test or how many activities your students can complete in the specified length of time. But always remember, it is better to have too much planned in a priority schedule than not enough. If the lesson plan is arranged in priority, you will always be assured of completing the most important tasks and the remaining activities can be omitted or saved for the next day.

There is usually a break during the three hour block of time, so the second half of the class can be used for laboratory work such as

creating displays, making signs, operating the cash register, working on projects or awards. This will help break the monotony of one continuous routine and allow the students and you an opportunity to break away from the structured "sit and take notes" routine.

In explaining to the students how the daily work schedule is set up, you should include all the reports, projects, and outside assignments that can be expected throughout the year. This will give your students a realistic view of what is to come and will save you from having to listen to various moans and groans when new assignments are given. By letting students know early in the year what will be expected of them and a general time-table for these assignments, they will be aware of the planning you put into the course and what they are expected to do. For example, on the first day of class students could be asked what type of skills they think someone in a sales and marketing career needs to possess. These skills could be listed on the board and the teacher could add or suggest ones that you know will be taught. These skills could then be divided into the major topics that will be covered during the year and the projects that will be done in each unit. This will give students a broad view of what will be covered, let them know that you have made plans for the year, and that your class will not be one in which they can ease by.

Displays will probably be done year round, and students work better if they know in advance what is expected of them. Therefore, it will be helpful to establish a schedule for displays to be constructed and post it in a conspicuous place in the classroom. An example of such a rotation schedule is given in Appendix B.

Communicating with Your Students

Getting to know your students will help open and encourage an honest relationship between you and your students. This can be done by taking the time to speak to each student individually at some time during the week. There is no need to ask personal questions, but let them know that you are interested in them as individuals. Because some students are shy, it is sometimes helpful to have them write a brief biography at the beginning of the year. This can give you some leads in opening conversations with students.

If the program is located in a vocational complex away from the home campus and draws students from different schools, often the students will not know each other. When this happens, students tend to sit in groups with their friends and may not make an effort to meet the other members of the class. One way to avoid this situation is to have the students introduce each other to the class and tell the class something about that person. Since the teacher knows who is from which school, he/she can deliberately pair students who do not know each other.

Give the class members five minutes to talk to their partners. During this time, they are to ask questions and gather information about each other. Then have each student stand and introduce his/her partner to the rest of the class. Naturally, this will not acquaint the entire class with each other personally, but it will help form a foundation for making new friendships. This same technique could also be used when forming groups for various activities.

DECA Chapter Responsibilities

As any sales and marketing teacher knows before he/she accepts that first job, part of the job is being responsible for sponsoring and advising the DECA Chapter. This is a big job in itself and can overwhelm a teacher who is not organized and ready for the challenge.

Records of Chapter Funds

After chapter officers have been elected and projects selected for the year, there are several areas the teacher should investigate before venturing out beyond the classroom. One of the most important and sensitive of these is the handling of chapter funds. Many schools require that all monies be turned into the central office to be handled by the school secretary or bookkeeper. Others let chapter advisors open club accounts on their own and do not get involved with the financial aspects of the club except to request that some sort of financial records be kept. Regardless of how club funds are deposited and withdrawn, it is extremely important that the teacher keep an accurate and detailed account of all money that is handled through the club. A receipt book should be obtained and receipts issued for all money brought into the chapter whether through dues, sales projects, sign making, or donations. To be doubly safe, it is good to have the person to whom the receipt is made initial it as correct.

For disbursements of club funds, checks should be written whenever possible and the memo section completed. All receipts should be kept with an explanation written on them for the purchase. A simple set of books should be kept showing income, disbursements, and the club's

current financial standing. An example is given in Appendix C. Of course, the DECA Chapter will have a treasurer, but the advisor should keep a close and careful eye on everything that is done because the teacher is the one who is held responsible if a financial problem arises.

Organizing Sales Projects

Because it requires a fairly substantial amount of money to operate a DECA Chapter, most chapters have at least one, and possibly more, major sales projects during the year. Since some schools restrict the type and number of sales projects that a club can have during the year, the teacher should be sure to check with the administration before making plans.

Once you have an approved sales project that the students are enthusiastic about, take time to discuss with them how you are going to handle problems that will inevitably arise. This should include situations where students do not turn in money or the merchandise at the end of the sales period, some students selling more than their share, and those who may refuse to sell at all. If these areas are discussed in advance of the sales project, everyone will know what is expected of them and the consequences. Most often, it is best to let the students draw up their own guidelines of how to handle possible problems. This can alleviate a lot of pressure on the advisor, even though he/she will be the one responsible for carrying out the decision. Knowing that the majority of the club members are behind you in dealing with a problem can make the situation better.

One of the most common complaints concerning sales projects is, "How come I sold 12 boxes and Joe only sold three, but he gets his way paid to competition, too?" This is a valid complaint and one that should be considered before embarking on a sales campaign. There are several methods of handling a problem like this.

One solution is to figure in advance approximately how much money the DECA Chapter will need for the year; divide that number by the number of members and ask each to be responsible for raising that amount. Some students may choose to pay out of their own pocket, while others may be eager to participate in sales projects. Another solution is to figure out what amount is needed, set that amount as a goal, and give a prize or bonus to the student who raises the most money. This motivates many students because they can see an actual benefit to themselves. Many of the sales organizations that deal with school clubs will help in this kind of effort by providing a cash or merchandise prize.

Still another solution that works well but is more time consuming is to figure the amount of money needed per member. Set up an account for each member and, as they participate in sales projects, deduct the money they turn in from the amount they "owe". Some students are usually content to raise a little money and pay the balance themselves without having to sell; some only want to sell enough to come out even; and there are always a few who sell more than they actually need to balance their account. These students should be given the extra money they have earned as a bonus to spend as they wish. An example of an account record is shown in Appendix C.

In organizing sales projects, there are a few other minor items that should be considered. Practice what is preached in class and check all incoming merchandise for the correct number of boxes, damaged merchandise and merchandise not shipped. This must often be done immediately upon delivery or the freight line handling the shipment will not accept responsibility for missing or damaged merchandise reported after delivery. That means when the truck arrives with the chapter's candy order, read the fine print on the receipt you are asked to sign and check the merchandise before signing. Don't be like the teacher who signed the receipt for the 50 cases of candy he/she had counted, let the trucker leave, and later in the day, when the cases were opened for distribution to students, found two that were only partially filled. In another incident, five broken candy dishes were not discovered until the boxes were opened several hours after the trucker had gone. Still another incident involved t-shirts: the correct number had been sent, but some of the sizes were incorrect. In the first two cases, the club had to assume a loss even before the sales campaign began because the truck line said "you signed the receipt saying everything was okay when delivered." It should be embarrassing for a sales and marketing teacher to be caught in this kind of situation, since he/she is supposed to be aware of these hazards. Take the extra time it demands to check the merchandise when it arrives.

Another word of caution involving sales projects: If you are dealing with a salesperson who says he/she will pick up any merchandise not sold and give you credit for it, be sure to have his/her name, phone number, address, and know exactly how many days you have to contact him/her for returns. If he/she says, "Oh, I'll drop by for it", make him/her give you

a specific time and get it in writing. Find out if you are to call him/her or exactly how he/she plans to get the unsold merchandise.

In selecting the time for a sales project, the advisor should remember that people in the community get tired of students knocking on their doors, trying to sell something, before the school year is over. Therefore, it is a good idea to start the sales project early and beat the rush. A definite time limit should be set and adhered to for the project. It is also better to schedule a project at the end of the month, when people are receiving their checks.

The DECA advisor may also get some practice in collecting bad checks if students are allowed to accept checks for merchandise. Deal in cash only, if at all possible, because the time and worry involved in collecting bad checks is not compensated. There may also be a problem in collecting money from students after they have collected it, especially since it is usually cash. It is much easier to tell the students not to turn in their money until they have sold the merchandise, but you may never see the money that way. Some students just cannot resist spending money they have, even if it is not theirs. It may take time away from class, but some collection problems can be eliminated if the teacher will accept money from the sales project each day at the beginning of class.

Planning Field Trips and Trips to Contests

When it comes time to travel, whether locally for a field trip or some distance for DECA competition, check with the administration on procedures to follow. If a school bus is taken, a bus permit must be

obtained and a driver secured. Charges for gas and the driver must be worked out, also. This can account for a considerable amount of money if traveling any distance, and if your group is staying overnight, you must pay the driver's expenses. Be sure to consider this additional expense in calculating the chapter's expenses for the year.

The school may require students' parents to complete consent forms before allowing them to travel anywhere away from the school. Check on the forms that need to be filled out and distribute them early enough that all students can return them to you before leaving on the trip. Before the group leaves, it is a good idea to talk to them about what is to be expected from the trip. If it is a field trip, give them some background on the firm they are going to visit, the things you want them to look for while they are there, and what questions should be asked. You may want to mention the conduct you expect from them and remind them that they are being viewed by a potential employer.

Trips to state DECA competition usually require a number of forms to be completed for the local administration. This may include a permission form for traveling to the conference itself, a permission form for getting to the school or designated point from which you will depart and return, if not on a school bus, and a release form stating that the school will not be held responsible in case of an accident. Legally, these forms are of little consequence but they do provide some psychological support to the teacher. See Appendix D.

It is strongly recommended and highly effective for the advisor to call each set of parents before departing for a conference. In your

conversation, go over the purpose of the conference, the time involved, and offer to answer any questions that the parent has. Most parents are pleased to hear from the student's teacher and are more willing to cooperate once they have had some pleasant personal contact with the teacher.

It is an excellent idea to take out some sort of insurance on students attending conferences. Insurance is available at reasonable prices through ads in the DECA Distributor for DECA members. This cost can be added to local dues. A local insurance agent can often supply you with similar coverage.

N O T E S

Working with Student Teachers

Although student teachers are not usually sent to first year teachers, you may have the opportunity to help train one. If so, remember that most often a student teacher is nervous about the entire situation, just as you once were. Being in strange surroundings with pressure from the students, their college professor, and you, the supervising teacher, can make it frightening for the student teacher in the beginning. Try to put the student teacher at ease by introducing him/her to the other faculty and staff members and being close and available when needed. From the first day, you should go over any school rules they need to be aware of and rules you have for your classroom. Times to arrive and leave, dress, discipline, use of the telephone, duplicating equipment, and all the everyday, routine things need to be stressed. It would be better if they were written down and could be given to the student teacher since he/she will hear so many things at one time.

Before the student teacher arrives, it is advisable to talk with the students beforehand and explain to them that this is a learning situation for the student teacher, also. No two teachers will do things exactly the same way, and this sometimes confuses students, who often seem to expect the student teacher to be a carbon copy of you, the supervising teacher.

Suggested Curriculum for Sales and Marketing Programs

The following is a suggested curriculum only. The individual circumstances of each program should ultimately determine what the curriculum includes. Factors such as types of businesses in the community, whether the program is one-hour or three-hour block, one or two year course, what previous follow-up reports have indicated, and suggestions from the Craft Committee are a few of the items you should consider in constructing your curriculum.

For a one-year, three-hour block, the following curriculum is given as an example:

- Orientation and Careers in Marketing
- Salesmanship
- Display
- Merchandising Math
- Advertising
- Human Relations
- Economics of Free Enterprise
- Shoplifting Prevention
- Job Application and Interview

N O T E S

One-hour Program (2 years)

First Year

Introduction to Marketing

Survival Skills (Job application and interview, Handling money,
Cash register, Shoplifting prevention, Communications)

Human Relations

Selling

Display

Advertising

Merchandising

Store Organization

Economics

Second Year

Introduction to Business Management

Marketing Research

Problems in Selecting Site Location and Layout

Financial Requirements of a Business

Purchasing and Merchandise Management

Internal Business Organization

Problems in Sales Promotion

Sales Management

Marketing Innovations

Distributive Education I
(from Oklahoma Course of Study)

Orientation

Unit I DECA

Importance of Distribution

Unit I Free Enterprise System
Unit II Marketing Distribution System

Careers

Unit I Purpose of DE

Personal Development

Unit I Good Grooming
Unit II Wardrobe
Unit III Personality

Human Relations

Unit I Human Behavior
Unit II Custom and Policies

Job Skills

Unit I Introduction to Basic Selling
Unit II Business Letter
Unit III Telephone

Employment

Unit I Finding the Right Job
Unit II Personal Data Sheet
Unit III Application Form
Unit IV Job Interview
Unit V Social Security

Financial Management

Unit I Budgeting
Unit II Credit
Unit III Banking Service
Unit IV General Insurance

Business Math

Unit I Whole Numbers
Unit II Multiplying Decimals
Unit III Percent
Unit IV Wages

Distributive Education II
(from Oklahoma Course of Study)

Orientation

Unit I	Introduction to Distributive Occupations
Unit II	DECA

Survival Skills

Unit I	Job Application and Interview
Unit II	Handling Money
Unit III	Cash Register
Unit IV	Shoplifting Prevention
Unit V	Communications

Human Relations

Unit I	Human Relations
--------	-----------------

Selling

Unit I	Pre-Approach, Approach, and Determining Needs
Unit II	Presentation
Unit III	Overcoming Objections, Close, Suggestion Selling, and Reassurance

Display

Unit I	Display
--------	---------

Advertising

Unit I	Advertising Media
Unit II	Advertising Layout

Merchandising

Unit I	Merchandising
--------	---------------

Store Organization

Unit I	Store Organization
--------	--------------------

Economics

Unit I	Economics of Free Enterprise
Unit II	Government and the American Market

**Distributive Education III
(from Oklahoma Course of Study)**

Introduction to Business Management

- Unit I Managerial Development
- Unit II The American Economic System
- Unit III Government and Business
- Unit IV Business Opportunities

Marketing Research

- Unit I Marketing Activities in the Economy
- Unit II Research Procedures

Problems of Selecting Site Location and Layout

- Unit I Site Location
- Unit II The Physical Facilities
- Unit III Selection of Equipment

Financial Requirements of a Business

- Unit I Capital Resources
- Unit II Financial Statements

Purchasing and Merchandise Management

- Unit I Purchasing Policies and Buying Systems
- Unit II Source Selection and Buying Negotiations
- Unit III Planning Stock Controls

Internal Business Organization

- Unit I Business Organization and Functions
- Unit II Business Ethics and Policies
- Unit III Personnel Selection and Training
- Unit IV Personnel Management

Problems in Sales Promotion

- Unit I Budgeting and Media Selection
- Unit II Campaign Planning and Implementation

Sales Management

- Unit I Sales Management and Employee Motivation

Marketing Innovations

- Unit I Marketing Innovations and the Retailer

Sources of Available Materials

There are a multitude of excellent materials available for use in Sales and Marketing. In fact, there are so many to choose from that it can take considerable time to evaluate what suits your program's needs best. One of the most effective ways of locating good material is to ask other sales and marketing teachers about the materials they use, how and where they obtained them, and exactly what they thought about them.

Some of the better known and most frequently used sources of materials are given below. Each will send you a copy of what they have available at your request.

R/CU
Drawer DX
Mississippi State, MS 39762

(Course outlines, projects, films,
transparencies and other teaching aids)

Oklahoma State Department of Education
Vocational-Technical Education
Curriculum and Instructional Materials Center
1515 W. 6th Avenue
Stillwater, OK 74074

Phillips Petroleum Company
Bartlesville, OK 74004

(5 film free-loan series on free enterprise
plus posters and spirit masters and other
teaching aids)

Modern Talking Picture Service (free loan films, pay return postage)
5000 Park Street North
St. Petersburg, Florida 33709

Career Development Enterprises (slides and tape presentations on various subjects)
P. O. Box 1454
Manassas, Virginia 22110

Gregg-McGraw Hill Publishing Company
1221 Avenue of the Americas
New York, New York 10020

South Central Bell (teletrainer unit, film, and spirit masters at no charge)
(contact local office)

Southwestern Publishing Company
5101 Madison Road
Cincinnati, OH 45227

General Mills Film Center (free loan films, pay return postage)
P. O. Box 1113
Minneapolis, MN 55440

D.E. Visuals (slide tape presentations)
3595 N.W., 83rd Avenue
Sunrise, Florida 33321

Milliken Publishing Company (color transparencies & spirit masters)
1100 Research Blvd.
St. Louis, Missouri 63132

DECA Related Materials (chapter management, competition, recruitment,
1908 Association Drive instructional, and merit awards aids)
Reston, VA 22091

IDECC (wide variety of competency related materials)
The Ohio State University
1564 West First Avenue
Columbus, OH 43212

American Enterprise Center (teacher guide and student workbook, free
P. O. Box 1849 loan films, plus other teaching aids concerning
Jackson, MS 39205 economics)

Mississippi R&D Center (free loan films and slides, pay return postage)
P. O. Drawer 2470
Jackson, MS 39205

Proctor & Gamble Educational Services (variety of low cost and free loan
P. O. Box 14009 teaching aids)
Cincinnati, OH 45214

Jasper Ewing & Sons, Inc. (free loan films from Bell Telephone)
610 N. State Street
Jackson, MS 39201

Standard Oil Company (teaching aids concerning economics and energy)
P. O. Box 5910-A
Chicago, Illinois 60680

Fairchild Books and Visuals (books and visual aids)
633 Third Avenue
New York, NY 10017

Helpful Hints

The following hints should help in keeping the sales and marketing classroom running smoothly and efficiently. These were developed by trial and error and hopefully will help a new teacher avoid some of the pitfalls that newcomers to the teaching profession often fall into.

1. Before school begins, obtain a school calendar (listing of holidays, teachers' meetings, etc.) and outline the program for the year. Seek advice from experienced teachers in your field about how much time to allow for each unit.
2. After setting up the program and getting it fitted into your time schedule, order all the films, slides, and other audio-visual aids you'll be using as early as possible. If this can be done before school starts, you will have plenty of time to make necessary changes if films or slides can't arrive when you need them. On your program outline, you should designate show dates for films or slides and if they were confirmed or not. Using different colors of ink to show unit topics and audio-visual aids will make it quicker and easier for you to glance over your calendar and see how things are progressing through the year. Be sure to denote return date on audio-visual aids received on loan and return them on time. As you go through the year, make notes to yourself on how long it took to teach each unit, quality of aids used, any supplementary materials you used and if you liked them, plus any changes you want to make for the next year.

Example of Program Calendar Before School Starts

Feb. 1	Advertising	19	Economic Forum at MSU
2		22	
3		23	"Life of a Logo" film (20 min.)
4		24	
5		25	
8		26	
9		Mar. 1	"Is Anybody Listening" (30 min.)
10	"Pacesetter in Aisle #3"	2	
11	(15 min.)	3	
12		4	
15	AIM meeting, no school	5	
16		8	
17		9	
18		10	
		11	
		12	

Example After Unit is Taught

Feb. 1 Advertising	19 Economic Forum at MSU
2	22
3 District 3 DECA Competition	23 "Life of a Logo" film (20 min.)
4	24 (allow more time for completing ad layouts)
5	25
8 (complete adv. unit for merit awards)	26
9	Mar. 1 "Is Anybody Listening" (30 min.)
10 "Pacesetter in Aisle 3"	2
11 (15 min.)	3
12 Better suited for use in another unit	4 Use Proctor & Gamble game to wind up unit next year
15 AIM meeting, no school	5 "Consumer Choice"
16	8
17 use p. 53 from Ad Services workbook	9
18	10
	11 (Shorten adv. unit to 5 weeks)
	12

3. In your lesson plan book, keep a special column for notes to yourself for each day.

Example

<u>Plan</u>	<u>To Do</u>
March 15, 1982	
1. Call roll - collect excuses	1. Make transparencies for page DE II-51 & 53
2. Remind of businessmen reports due 3-17	2. Run off 35 copies of Assignment Sheet DEII-48
3. Give notes - show transparencies	3. Check on slide projector for tomorrow
4. Do assignment sheet	
5. Do role-playing of job interviews	

4. Keep one section of the blackboard for important dates that students need to remember, and tell them early in the year to check it each day. This way, even if you forget to remind them of a special event, they are responsible for knowing it if you have written it on the board.

5. Keep a file folder for each class in your desk drawer and put make up work for absent students in it as you go through your daily lesson plan. As you give handouts, tests, assignment sheets, mark the absent pupil's name on one of the sheets and file it in the appropriate folder. This will prevent you from forgetting about make up work students need to do and wondering where you put the extra copies you had. All you need to do now is remember to check the folder for each class weekly to see if anyone has makeup work to do. You may wish to set aside a portion of class each week in which to handle makeup work.
6. A small calendar is available free of charge from South Central Bell. In addition to a school year calendar, it has a listing of materials they will loan you and a brief description of each. This a good size to keep on your desk and make notes to yourself in.
7. If possible, get a large calendar for your room on which you can post important dates and everyone can see it. This will help you in setting dates for future assignments and can be used as a back-up if dates get erased from the board. These calendars are usually available free of charge from bottling companies.
8. Always keep your grade book in a safe place and keep every test and graded paper you give throughout the year. It is best to keep them until after report cards are issued at the end of the year and you haven't received any complaints.
9. If you use the DECA Merit Awards Program, go through it with students and set up due dates for each section (Marketing, Economics, etc.). You may allow some time in class on certain occasions for students to work on this.
10. Keep a list of things that need to be done at the end of the year in a convenient place so you can add to it as items come up. It may include items such as supplies that need to be ordered for the beginning of the year, notebooks you want to reorganize, copies of materials that need to be made, files reorganized, slides made of students out working and films to reorder.
11. Plan each day in advance and make sure you have the correct number of handouts ready, transparencies made, audio-visual equipment checked and ready, and your notes and references together. This requires some work, but it is what teaching is all about and will pay off in your being well prepared each day and your students recognizing that fact and being ready to work.

12. Early in the year, you should make out assignments for two or three days when you may have to be out unexpectedly. Have everything written down (instructions to students, assignments) and have it all in a file folder in your desk drawer. This way, if you have to be out, your class will be taken care of easily by a substitute.
13. You may decide to use a manager rotation schedule for each of your classes. Each student could take a week as manager of the class and be responsible for passing out books, taking up assignments, posting the roll, answering the door, and any other small chores that need to be done. A schedule could be posted in the room and a sign made for the manager's desk denoting his/her position. You may even assign the manager a special desk.

Rating Your Effectiveness

Now that you are teaching, there may be days when you are depressed and not motivated. Teaching can be a rewarding career, but sometimes it takes months, even years for you to see the results of your hard work. Keep a positive attitude by staying away from teachers who gripe about their jobs constantly, keeping up on professional reading, and attending workshops, classes, or seminars. This will help to keep you from growing stale in your teaching habits; you will find the interaction you have with other teachers is worthwhile.

The following self-evaluation checklist can be helpful in identifying areas where you may need improvement and areas where you're doing a good job. In our jobs as teachers, it is always encouraging to know when we're doing something right. Keep this checklist close by and evaluate yourself two or three times during the year.

SELF-EVALUATION CHECKLIST FOR TEACHERS			
FAILURE SYMPTOMS		SUCCESS SYMPTOMS	
1. Embarrassing students unnecessarily (putting students on the spot, commenting on dress, etc.)	✓	1. Showing concern for students' feelings and viewpoints. Inviting students' opinions.	✓
2. Spending class time discussing your own accomplishments or personal life.		2. Staying on the subject. Using practical examples to explain points.	
3. Failing to compliment students when they do a good job.		3. Praising students often; trying to provide chances for success.	
4. Taking the "easy way out" (failing to discipline when appropriate, starting class late, etc.)		4. Being conscientious in providing worthwhile learning activities, discipline, and use of class time.	
5. Regularly borrowing materials from other faculty members instead of creating your own.		5. Being continually involved in preparing instructional materials to improve teaching.	
6. Failing to actively teach (letting students try to teach some units or do "homework" in class).		6. Being well prepared for each class. Utilizing class time for active teaching.	
7. Providing no variation in teaching techniques and materials.		7. Maintaining interest by varying methods and materials.	
8. Grading tests unfairly. Testing on material not covered in class.		8. Administering and grading tests freely. Reviewing before a test.	
9. Failing to return test papers and other assignments promptly.		9. Providing students prompt feedback about their work.	
10. Using guest lecturers and field trips as a substitute for teaching.		10. Bringing in guest speakers only to augment assigned material.	
11. Giving little attention to supervising work of individual students.		11. Helping students singly in addition to teaching them on a group basis.	
12. Distracting students by mispronouncing or misusing words.		12. Showing mastery of the English language. Using correct grammar.	
13. Becoming irritated or angry too easily; having no patience.		13. Showing patience in working with students; rarely showing anger.	
14. Taking everything too seriously (no sense of humor)		14. Maintaining a good sense of humor. Sometimes joking with the class.	
15. Giving no attention to appearance. Being careless about cleanliness.		15. Being dressed appropriately; being careful about personal hygiene.	
16. Appearing to be unhappy and unfriendly most of the time.		16. Speaking and acting in a happy, positive manner.	
17. Calling in sick when you are not ill.		17. Being dependable in class attendance.	
18. Failing to compliment other teachers on their accomplishments.		18. Providing positive reinforcement to colleagues for achievements.	
19. Refusing to do anything extra (serving on committees, sponsoring student activities, etc.)		19. Volunteering to direct student activities. Carrying your share of committee assignments.	
20. Not keeping up to date with the profession (not reading professional literature or attending professional meetings, etc.)		20. Reading professional articles and research reports. Taking additional courses. Attending professional meetings.	

After you and others complete the checklist, look to see how many checkmarks you have in the "Failure Symptoms" column.

LEGEND	
1 ✓	= human
2 ✓✓	= some concern warranted
3 ✓✓✓ (or more)	= emergency level; changes definitely needed

Developed by Lillian H. Chaney & Judith C. Simon,
Office Administration Department at Memphis State University
The Balance Sheet, November, 1981

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Appendix A

(DAY) (MO.) 19

Name _____
(SIGNATURE VOCATIONAL TEACHER)

INDIVIDUALS OR GROUPS VISITED	PURPOSE OF VISIT

Total Miles Traveled _____ Amount _____

Total Time Devoted to Adult Supervision and Instruction:

Hrs. _____ Min. _____

Travel Log

H. B. 942, Regular Session 1956

You, No. _____

File _____

Official Duty

To _____
(Name of Teacher)

County _____

Address _____

School _____

Month _____

MONTHLY STATEMENT OF OFFICIAL LOCAL TRAVEL

RECORD OF PAYMENT

Date _____

Reg. No. _____

Check No. _____

Fund _____

TOTALS

Total Number of Hours Given to Instruction and Supervision of Young and Adult Students _____

Subject to any differences determined by verification, I certify that the amount claimed by me for travel expenses for the period indicated above is true and just in all respects, and that payment for any part thereof has not been received.

Approved for payment:

Payee _____
(Signature of Vocational Teacher)

County or Separate School Supt.

Verified by _____
School Superintendent

(DISTRIBUTION: White copy to Administrative Superintendent, pink copy to State Vocational Board, Green copy to Local School Supt and yellow copy for Vocational Teacher)

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Appendix B

ROTATION SCHEDULE

Morning

Date	Cash Register	Open	Security	Closed	Gondola	Signs
September 17	Joyce, Adrian, Denise	Elaine, Lisa Norma	Dawn, Joyce Melissa	Carol, Pam Melicia	Marie, Rita Bedetta	Neva, Darlene, Tony
October 22	Neva, Tony, Darlene, Jerome	Joyce, Adrian	Elaine, Lisa Norma, Denise	Dawn, Joyce Melissa	Carol, Melicia Pam, Scott	Marie, Rita Bedetta
December 3	Marie, Rita, Bedetta	Neva, Darlene Tony, Jerome	Joyce, Adrian, Denise	Elaine, Lisa Norma	Dawn, Joyce Melissa	Carol, Pam Melicia
February 11	Carol, Pam	Marie, Rita Bedetta	Neva, Darlene, Tony, Jerome	Joyce, Adrian Denise	Elaine, Lisa Norma	Dawn, Joyce Melissa
March 11	Dawn, Joyce Melissa	Carol, Melicia Pam	Marie, Rita, Bedetta	Neva, Darlene Tony, Jerome	Joyce, Adrian Denise, Jerome	Elaine, Lisa, Norma
April 15	Elaine, Lisa Norma	Dawn, Joyce Melissa	Carol, Melicia Pam	Marie, Rita Bedetta	Neva, Darlene Tony	Joyce, Adrian Denise, Jerome

Appendix C

DECA Chapter Account

[illegible]

Individual Student Fund Raising Account

Sally Jones

Goal: \$100.00

(money to pay for her share of gas, registration, room & food at DECA conference)

Date	Explanation	Debit	Credit	Balance Due
9-3	Estimated expenses to cover cost of 1 person attending conference	\$100-		\$100.00
9-28	Candy sale (profit from candy sold)		50-	50.00
10-16	Christmas candle sales project profit		35-	15.00
2-25	profit from concession stand Sally operated during ball game		25-	*(10.00) ^{over}

*By selling more than she actually needed to in order to earn her way to the conference, Sally will now have \$10.00 spending money, plus her expenses paid to the conference.

Appendix D

Please execute in duplicate.

MAGNOLIA COUNTY SCHOOLS
REQUEST FOR FIELD TRIP

School _____ Date _____

Teacher _____ Grade or Class _____

Date of Field Trip _____ Time of Departure _____ Return Time _____

Approximate Number of Students Involved _____

Purpose of Field Trip _____

Recommended _____

Not Recommended _____

Principal or
Supervisor _____ Date _____

Recommended _____

Not Recommended _____

Superintendent _____ Date _____

February 8, 1983

Dear Parent:

On Wednesday, February 17, 1983, the members of the Magnolia County Vocational Complex DECA Chapter will attend the District 3 DECA Competition at the Mississippi State University Union in Starkville. Each student will be responsible for his/her own transportation to the Vocational Complex and from the Vocational Complex to his/her home when we return. We will leave from the Vocational Complex at 8:00 A.M. and return at approximately 4:30 P.M. to the Complex. Transportation from the Complex to Mississippi State University will be provided by Mrs. Jane Doe, Mr. John Smith, and Mrs. Jean Jefferson. The only expense involved will be the student's lunch.

Should an emergency arise and you need to contact your son/daughter, call the Mississippi State University Union at 325-3342 and ask for me, Mrs. Jane Doe. If you give permission for your son/daughter to attend and will be responsible for transportation to and from the Vocational Complex, please sign below and have the bottom portion of this letter returned to school with the two attached forms. If you have any questions, please call me at school at 327-7108.

Sincerely,

Mrs. Jane Doe
DECA Advisor

I, _____, give permission for

_____ to attend the District 3 DECA

Competition at Mississippi State University on February 17, 1983, and will be responsible for transportation to the Vocational Complex (8:00 A.M.) and home (approximately 4:30 P.M.).

(Parental Permission Permit)

I hereby signify my approval for _____

to attend _____

on _____, 198__

TO BE HELD AT _____

Signed _____
(Parent or Guardian)

Date _____

Address _____

Telephone Number _____

Each student attending will conduct himself/herself in such a manner that credit will be reflected upon the school system.

It is understood, of course, that the student will be chaperoned both in route and while at the _____ and that normal precautions will be taken in the interest of safety and well being.

We agree that the County Board, the School System, Teachers, and Chaperones will not be held responsible for any accidents which might occur in connection with this trip.

Transportation will be furnished by _____

Signed:

School Director or Principal _____

Activity Sponsor _____